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ABSTRACT

This book addresses the teaching and learning of history in the elementary grades. The literature review in the first two chapters presents an overview of scholarship in the field and provides a context within which to interpret the research in subsequent chapters. The remainder of the book presents and discusses research on the teaching and learning of U.S. history in fifth grade. Included are detailed case studies of U.S. history units taught by three contrasting fifth-grade teachers. The contrasts of the teachers are found in their goal priorities and approaches to curriculum and instruction. The research concluded with a year-long study of developments in one group of students' historical knowledge and thinking as they experienced their first chronological survey of U.S. history. The seven chapters are: (1) "The Place and Importance of History in the Elementary Curriculum"; (2) "Teaching History"; (3) "Storytelling: The Case of Mary Lake"; (4) "Qualitative Analyses of Students' Developing Historical Knowledge and Thinking"; (5) "Scientific History: The Case of Ramona Palmer"; (6) "History as a Tool for Reform: The Case of Sara Atkinson"; and (7) "Implications for Curriculum and Instruction." (Contains references and an index.) (EH)

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